



State of Arizona
Department of Education

Superintendent Horne supports a comprehensive curriculum

Superintendent Horne knows that a comprehensive curriculum, **including the arts**, benefits all students, and supports the comprehensive curriculum envisioned by the State Board of Education.

- A school curriculum should include all of the content areas covered by **Arizona's Academic K-12 Standards, including the arts**. "All students will achieve the essentials level in the four arts disciplines (**music, visual arts, theatre and dance**) and attain the proficiency level in at least one art form on or before graduation."
- Arts Standards Rationale
- As outlined in Arizona's state statutes, **students in grades K-8 at a minimum "shall demonstrate competency** as defined by the State Board-adopted Essential Skills...in the following required subject areas...**Music, Visual Arts."** **High School students must receive "one credit of fine arts (performing or visual) or vocational education"** in order to graduate from high school.
- R7-2-301; R7-2-302
- The new federal authorization for schools entitled *No Child Left Behind* **lists the arts as part of the core curriculum**.
- Title IX, Part A, Section 9101 (1)(D)(11), Definitions

"Arts are an essential part of every student's education. Studies show that students who study the arts score higher on academic tests than students not exposed to the arts. The Department of Education needs to ensure that schools have not neglected the arts in order to emphasize the tested subject areas of reading, writing and math."

**- Tom Horne
Superintendent of Public
Instruction**

Arts Education Research Findings:

1. In Seattle, 3rd grade students studied language arts concepts through dance activities. Students involved in the **dance** activities **boosted** their standardized reading scores by **13%** in 6 months. (Leroux & Grossman, 1999)
2. A 1996 study by Michael Gardiner involved eight 1st grade classrooms. Four classes were **arts enriched** and four were controls that received only the standard arts curriculum. After 7 months, **77%** of the arts-enriched classes **scored at grade level**, compared to **55%** of the control group. (Jensen, pg. 59)
3. Second graders who received **piano instruction** plus practice with a math video game along with math instruction, **scored 15 to 41% higher** on a test of ratios and fractions than second graders who received extra English lessons plus the math video game, and students who received traditional math. (Shawn & Rauscher, 1997)
4. There are correlations with **movement arts** and higher college entrance scores. The College Board reports that for the 1999 school year, there are differences between scores of students taking **dramatic arts** to those with no coursework in these content areas.
 - Students in **drama study** scored **44 points higher**;
 - Students with **acting or production** experience scored **53 points higher** on the averaged math and verbal scores.

Resources:

Arizona Department of Education:

Lynn Tuttle, 602/364-1534
Lynn.Tuttle@azed.gov
www.azed.gov/asd/arts

Arts Education Research:

<http://www.aep-arts.org>

Arizona Alliance for Arts Education

The Alliance is a partnership that works to support policies and practices to keep quality arts education programs in our schools. <http://www.artsed.org>

Arizona Commission on the Arts

Sign up for state arts agency's monthly arts education e-newsletter. www.azarts.gov